



Teaching Material and Method toward English Students at Vocational High School

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Abstract

This research aimed to analyze the English learning method toward students at SMK Haf sawaty Zainul Genggong Probolinggo and found out which material are relevant to their needs. This research used a qualitative research involving twenty students and English teachers at SMK Haf sawaty Zainul Hasan Genggong. Data obtained by using interviews, questionnaires, documentation, then analyzed using qualitative data analysis method. The interview was purposed for an English teacher and the questionnaire was filled by twenty students. The result of this research found that the students could be easy to understand the material that deliver by the teacher. It proved that the teaching method applied by the teacher was appropriate for the students need. From the teaching material, the school had to develop the education system by considering the teaching material needs for the vocational students. Then, when viewed from the needs, the material has not focused on the needs of students majoring in Islamic banking. However, English for specific purposes have to consider the material need for the students.

Keywords: ESP, teaching materials and method, vocational school

Introduction

Setyanet al., (2020) says that language is a means of scientific thinking, the language skills possessed will form a scientific, systematic and orderly mindset. Language is used in most human activities. Prasetyawati & Ardi, n.d. said learning a language has many benefits, without language humans cannot express their feelings, expressing wishes, giving suggestions and opinions, even to the level of one's thoughts is also closely related to language. The higher the level of mastery of a person's language, the better the use of language in communication. In the world of education itself, foreign language skills such as English is one of the important and fundamental skills that allows a person to improve his performance (Setyan et al., 2020).

Teaching English in Vocational High Schools should be focused on developing students' communication skills that are related to the majors they choose Hamidah & Yanuarmawan, (2019). This is intended to help them understand English texts related to their chosen field, because it differs from the more general study of English. However, currently teaching English at Vocational High Schools still uses EGP (English for General Purposes), where the English they learn is still general in nature. Upa, (2023) argued that learning in vocational schools should use ESP (English Specific Purposes). *English for Specific Purpose* (ESP) or English is an approach to teaching English which has the aim of meeting the needs of learners in using



specific English used in their chosen field (Fauziningrum & Nicolas, 2019).

In the global economy, English proficiency plays a key role for professionals at both national and international levels. In this era, English was considered as a vehicle that allowed its speakers to take part in the international market (Madkur, (2018). Therefore, the ability to use English both actively and passively is often one of the requirements for working in a company. In other words, English language skills can be the foundation that makes it easier for people to find work. According to Pratami, n.d. the goals of learning English vary from person to person, there is something called English for Specific Purposes (ESP) to adapt English to the needs of students. For this situation, needs analysis (NA) is undoubtedly required. The emergence of needs analysis became known in the mid-1970s when a learner-centered communication-focused approach was selected for teaching foreign languages (Loeng, 2020). (Islam et al., 2022) found in their result that the lecturer liked to use cooperative learning for teaching method and the lecturer used management book English version for the main source. Based on the result of interview and observation scheme data, the lecturer almost used technology moreover in this 4.0 era. Moreover, the researcher found the way lecturer assess the students' English skill. The English learning concerned to ESP run well due to it proved with the students enjoyed the learning.

Hafsawaty Zainul Hasan Genggong Vocational School is one of the SMK located in the Genggong area, Kraksaan sub-district, Probolinggo Regency. This SMK has several majors including the Department of TKRO, Pharmacy, Fashion Design and Islamic Banking, but in this study, researcher only focused on this activity for students majoring in Islamic Banking. From some previous researches that it is known that their students are not taught ESP even though they learn English but the English they learn is still general in nature, while they are vocational schools where SMK graduates are graduates who are ready to work so it is very important for them to be prepared in terms of skills including general and specific English language skills.

Based on the above studies, the researcher is interested in examining the materials and strategies used at SMK Hafsawaty Genggong. Researchers focus on what materials and methods are used in English learning. The researcher wants to know whether the materials and strategies are appropriate or the school has introduced ESP material or not. For this reason, researcher tried to conduct the study in Hafsawaty Vocational High School, because this school became one of the famous vocational school in researcher's area. Therefore, it was reachable for the researcher to do the research entitle Teaching Material and Method toward English Students Vocational High School. However, both teaching material and method



are the key important things as the successful in teaching and learning especially English subject.

Theoretical Review

Teaching English for Specific Purposes

English for specific purposes (ESP) points to the teaching and learning of English as a second or foreign language that the objective of the learners is to need English in a particular domain (Fitria, 2020). According to Reid & Horváthová, (2023), found that English for Specific Purposes (ESP) refers to learning a language in the context of a particular English vocabulary, of a specific field such as medicine, business, aviation, etc. As Hartina & Syahrir, (2021) in their research of teaching English-speaking nurses in Bali Province found that the syllabus must be perfected in order to minimize inconsistencies between students' needs and the material being taught.

Nevertheless, ESP embraces three main features: (a) authentic materials, (b) purpose-related orientation, and (c) self-direction (Salmani-Nodoushan, 2020). In line with this, Hartina & Syahrir, (2021) also drawn conclusion from their research that there are some key points in teaching English for specific purposes such the course and syllabus design, material selection, assessment, and even classroom activities. Another important aspect of language learning, though by far the least popular, is that of assessment, which allows both the learners and the teachers to

see what has been successfully acquired, and what needs further work and practice (Naumoska-Sarakinska, 2023).

English teaching material and methods for vocational students

(Septiana, 2018) stated that good material does not teach, but good material will encourage learners to learn. Therefore, good material should contain, interesting texts, fun activities that can involve the thinking process of the learner and provide space and activate the learner to use their knowledge. (Fitria, 2020b) found in her research in the implementation of ELT, there are difficulties/problems related to the teacher in teaching ESP, such as the low quality of lectures and textbooks, teachers' improper qualification and teaching methods and lack of a theoretical framework of teaching ESP. Difficulties related to the students, such as demographic characteristics and demands of learning ESP, English proficiency, differences between different languages, lack of vocabulary, depending on the dictionary and lack of skills in using dictionary especially ESP terms. While, the difficulties related to the environment and others are lack of teaching materials, classes with a too large student number, and heavily focused on the examination. However, (Islam et al., 2022) concluded in her research entitled English Learning Based Students' Economic Purposes that teacher should analyse the students need to organized the teaching material then find



the appropriate teaching method to deliver the material.

Methods

The research data is in the form of statements from the English teacher at Haf sawaty Gengong Vocational School, namely regarding the material and learning methods used when teaching English in class. This research is a qualitative research involving twenty students and English teachers at SMK Haf sawaty Zainul Hasan Gengong. According to Anggraeni, (2020) qualitative research is a research procedure that produces descriptive data in the form of written or spoken words of people and observable behavior. In qualitative research the instrument is a person or human instrument, namely the researcher himself. Researchers must have theoretical provisions and broad insights, so that they are able to ask questions, analyze, photograph and construct the social situation under study to be clearer and more meaningful. Meaning is the actual data, the data must be a value behind the visible data (Murdiyanto, 2020).

The purpose of this research is to analyze the materials and strategies used in SMK Haf sawaty Gengong. To find out what material and strategies are applied during learning. This research was conducted at SMK Haf sawaty Gengong, Pajarakan, Probolinggo. In this study researcher used questionnaires, semi-structured interviews,

and documentation. This questionnaire is used to find out how students' interest and interest in learning English in class. At the same time, semi-structured interviews were conducted with English teachers to collect data related to the materials and strategies used when teaching in class. then the data were analyzed using qualitative methods, this analysis included three activity flows, namely data reduction, data presentation, and drawing conclusions (Fadli, 2021). Researcher carried out observation activities starting from the initial stages, namely planning, data collection, then, analyzing data to convey data conclusions.

Result

This research discussed the analysis of material and learning methods in the Haf sawaty Zainul Hasan Gengong Vocational School. The researcher involved an English teacher and students at Haf sawaty Gengong Vocational School. The results of interviews with researchers with vocational high school students majoring in Islamic Banking show that the majority (15 people or 87%) of them can be easier to understand the material of English for students majoring in Islamic banking. It can be inferred that the teaching method and the material that used by the teacher was appropriate with the students need. It also showed that students' interest with the teaching and learning process, some data is found as follows:



Table 1. Questionnaire Results

No	Statement	Agree	Disagree
1.	The first time I saw learning English, I believed that this learning would be easy for me.	45%	55%
2.	While I was studying English, I was sure that I could understand the content.	87%	13%
3.	The content of learning English really suits my interests.	68%	42%
4.	The method used by the English teacher is very fun.	100%	0%
5.	The relationship between English learning materials is very suitable for this major.	89%	11%
6.	After completing the English assignments given by the teacher, I feel satisfied with the grades I have achieved.	87%	13%
7.	I really enjoy learning English, so I want to know more.	88%	12%
8.	After reading the introduction in the English book, I know what I have to learn from learning English.	68%	32%
9.	I feel interested in speaking English and I hope to be able to speak several foreign languages.	78%	22%
10.	Completing English lessons and getting good grades is very important to me.	100%	0%

ESP is an approach to learning English that is based on the things that underlie

students wanting to learn English, in this case the teaching and use of English is specific to certain fields and studies that are tailored to the needs of the fields of science and profession of the English user (Upa, 2023). In general, ESP (English for Specific Purposes) must be distinguished from general English or EGP (English General Purposes), because English for Specific Purposes itself has a role in developing the competence of students when programs and learning materials are designed and developed based on their needs (Basri, 2018).

English can support their work; this phenomenon is indeed a broad trend. This was revealed in research by (Getie, 2020) that many people whose native language is not English, they need a foreign language, especially English, to support and develop their daily work. This becomes even more important when people work for companies with good reputations. Some requirements involve English; for example, presentations, negotiations, and cooperation with international partners. So, Madkur, (2018) argues that English clearly has a strategic role because it can connect a group of people with different languages but have the same intention to do business together.

Fitria, (2020) said that ESP is learning oriented (goal oriented), goal orientation is one of the three main characteristics of English for specific purposes which differentiates it from general English. People who study ESP because they have specific



goals in certain fields, such as in academics and professions. English for special purposes is understood by preparing learners to use good English for academic, professional or work environment purposes.

Learning English in this Vocational School has its own goals and expectations, as stated by the English teacher at the school.

Teacher: *“The hope of the teacher in this class after learning English is that they understand the material presented by the teacher without being afraid to speak, even though the teacher understands that the students still have minimal vocabulary, students may mix their language with using Indonesian.”*

Therefore, students' English competence needs to be improved through the ESP program, regarding the importance of ESP for people who work in the banking sector, many important researchers to highlight the great advantages gained by applying English in various bank works as a tremendous communication tool, electronic transactions of languages, and tools of global understanding between nations. However, it is not easy to design certain materials in English for students majoring in banking. From research conducted by Asrifan et al., (2020), it was found that students need actual material related to their majors. This material is actually expected to encourage students to learn English well.

Material and Strategy of Learning English in Islamic Banking

At this vocational school ESP has a goal so that students are able to master

English in the field of science as their discipline, for example, students majoring in fashion are expected to be able to master English for the field of fashion, and if they are majoring in Islamic banking, then they are required to master English in the field of Islamic banking (Daulay, 2019). The discussion in learning English is of course related to the field of Islamic banking or the chosen major. The contents of the material and discussion should be in accordance with the scientific field.

In teaching and learning, of course the teacher must be able to prepare and plan teaching materials and materials well, so that learning in class takes place effectively. Therefore, before making materials and teaching materials, the teacher must be able to consider what will be taught to students later. Like the perception of the English teacher at SMK Hafsaty.

Teacher: *“To prepare the material, the teacher will first look at KIKD and then input material that has been adapted to KIKD. After that the teacher will prepare learning media adapted to the basic competencies to be taught.”*

Teacher: *“Before the teaching materials are made, the teacher prepares by looking at the competency or KIKD that he wants to teach, then it must be made as effectively as possible, so that the students being taught understand the explanation from the teacher, if the teaching materials are not effective it is impossible to provide or make teaching materials by the teacher, because it will definitely be different from existing package books and other sources, therefore the teacher makes their own teaching materials so that they better understand what the material is being taught.”*



However, in the research that we conducted, the school still had not implemented this ESP learning and for the teaching materials themselves, the school uses the textbooks that have been provided, this school still applies general English or EGP, because they still follow the basic competencies determined by the center, such as the English teacher's statement, which is as follows.

Teacher: *"The material provided must be in accordance with the basic competencies that have been determined from the center, so even though the majors are different, the material provided by the teacher remains the same."*

Teacher: *"For the ZAHA Vocational School, they have provided other sources besides the internet namely textbooks because this school has collaboration with one of the publishers so for textbooks they are indeed from that publisher."*

For this reason, the method used when learning English, the teacher has certain methods and strategies distinguish learning English in the Islamic banking department from other majors, according to the circumstances and conditions of the department. This is a statement from the teacher about the methods and strategies used when learning takes place.

Teacher: *"I will adapt the method to the department because each method in each department is different. So what distinguishes the learning method in the Islamic banking department is that most of the students have complete teaching materials and complete facilities from the school so the method can be assisted by other sources."*

Teacher: *"The strategy used is the game method, group discussion method, sometimes also using projector media. so they don't get bored, because the most important thing is how to make them comfortable and understand English lessons, and not always race against method A, or method B, the most important thing is that they are comfortable and understand what is being explained, because for students learning English is considered a difficult and boring subject. However, the drawback of this school is the limited use of gadgets, so teachers must adapt to school conditions."*

The design and development of the ESP materials that the researchers used in this study are in accordance with the concepts developed by Pranoto & Suprayogi, (2020). In this learning model, four elements must be present in ESP material; first is input, contains text, dialogue, recording, or the form of communicative material based on that need has been analyzed beforehand (Jeanette, 2022). As Heikkola et al., cited in Islam & Musdalifah, (2022) It happened also for curriculum in Finland, Finland's current core curriculum for basic education requires that all teachers be linguistically and culturally aware, that attitudes about language and language communities be discussed, and that the role of language in learning, identity building, and socializing into society be understood. Such as new language forms of matter, proper use of language, themes or topics for communication, and opportunities for students to use the knowledge learned. The second is the focus of content that contains non-linguistic content (especially the



fields in which students are involved) should be explored to make use of the communicative atmosphere in class activities. The third is the focus of language.

Since the ultimate goal of teaching ESP is to use the target language, learners should be given the opportunity to use language in various activities, learn how it can be used in real conditions, and then practice all of them simultaneously. The last is the task. The main goal of language learning is the use of language itself. Teaching materials that are designed and developed must lead to communicative tasks in which language skills and lecture material that has been studied can be connected simultaneously to a unit (Rustamov & Mamaziyayev, 2022).

Conclusion

The researcher drawn conclusion that the school still uses general English or EGP material, and have not used ESP material or special English. The institution or school should be developed their education system by giving attention of aspect of education. The scope of language in ESP differs in certain respects from general English. ESP programs and materials are goal oriented to be achieved at each meeting. This goal is understood as the benefits of English in playing its role as a communication tool to convey ideas related to a particular context. ESP programs and materials should be designed and developed, so that ESP plays a role in improving the English competence of students or individual

groups specifically studying English. The material needs to contain topics and themes so that discussions in the learning process can be more focused on targets to be achieved rather than broader discussions without specific targets.

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